Alberta

A FRAMEWORK FOR TEACHING QUALITY IN ALBERTA
-in support of quality learning for Alberta students

Review of *Ministerial Order Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta*

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This document is intended for:

Teachers	✓
Administrators	✓
Counsellors	
Students	
Parents	✓
Community Partners	✓
General Public	✓

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Introduction

In 1997, the Minister of Education signed *Ministerial Order 016/97Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta (Teaching Quality Standard).* Subsequently, the *Teaching Quality Standard* has become the basis for teacher preparation and teaching quality in Alberta. The *Teaching Quality Standard* establishes the one standard that all teachers are expected to meet in their practice throughout their careers.

Quality teaching begins with quality teacher preparation and continues with a teacher's ongoing professional development. As Albertans continue into the 21st century, new ideas of what constitutes teacher preparation and ongoing teacher professional development are beginning to emerge. All Alberta's education stakeholders must collaborate to ensure that the standard that guides teacher preparation and teachers' ongoing professional development is current and meet the needs of the 21st century learner.

The *Teaching Quality Standard* is over ten years old. The Minister has asked for a review of the *Teaching Quality Standard* to ensure that the knowledge, skills and attributes are current and relevant for the 21st century. This document forms the basis for education stakeholders to participate in the review.

Alberta Education has identified three goals to guide discussion for the review of the *Teaching Quality Standard*:

- currency - meeting the needs of the 21st century learner
- content - effective identification of teacher competencies
- format - reader friendly.

Background:

The *Teaching Quality Standard* has its beginning in 1994 as part of the restructuring of Alberta's educational system. The government of the day identified the mandate for Alberta Education stating that "all Alberta students will have the opportunity to acquire the knowledge, skills and attitudes they need to be self-reliant, responsible, caring and contributing members of society".

To implement the mandate the government set three key strategies to enhance the quality of teaching in Alberta.

1. To update preparation and teacher certification requirements to reflect the most current thinking of effective teaching.
2. To establish competencies for beginning and experienced teachers.
3. To develop a coordinated approach to delivering professional development opportunities for teachers.

To ensure the broadest possible consultation and opportunity for input from all concerned with enhancing teaching quality, Alberta Education prepared a discussion paper outlining key directions and principles to improve teaching. These principles were:

- teachers are key and critical to the provision of quality education to students
- teachers are lifelong learners and becoming a teacher is based on a continuum of learning experiences throughout the teacher's career
- quality teaching is built on a strong foundation of knowledge, skills and attributes that teachers use to help students learn
- competency extends beyond credentials and means the "ability to do the job by applying professional preparation and professional development in the service of student learning"
- competency should be the primary criterion used to determine whether an individual acquires and maintains the authority to teach
- individual teachers are ultimately responsible for the quality of their teaching, particularly where they have the opportunities to make key decisions that affect that quality.

In order to ensure an open, planned, and collaborative process more than 8500 copies of the discussion paper, *Quality Teaching: Quality Education for Albertans*, was released September, 1995. The paper was distributed to key education partner organizations, schools, school council chairs, deans of faculties of education, Members of the Legislative Assembly and, on request, to members of the general public.

On the basis of feedback to the discussion paper, the government's policy position was formulated and provided to stakeholders in 1996 in *An Integrated Framework to Enhance the Quality of Teaching in Alberta.* The government's position was presented through four policy positions.

Policy Position I: Quality Teaching:
The descriptors of quality teaching and the knowledge, skills and attributes would be authorized under a Ministerial Order titled *Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta.*

Policy Position II: Teacher Preparation:
The Board of Governors of the teacher preparation institutions would enter into Memoranda of Agreement (MOA) to foster collaboration to enhance teacher preparation programs and facilitate the issuance of initial certification of graduates of Alberta teacher preparation institutions.

Policy Position III: Teacher Certification
The *Certification of Teachers Regulation* would be amended to incorporate the *Teaching Quality Standard* and the applicable provisions of the MOA.

Policy Position IV: Teacher Evaluation:
School authorities would revise evaluation policies and practices to reflect the new *Teacher Growth, Supervision and Evaluation Policy.*

On May 14, 1997 the Minister of Education issued *Ministerial Order 016/97 Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta.* In 1998 Alberta Education introduced the *Teacher Growth, Supervision and Evaluation Policy* as a complement to the *Teaching Quality Standard* to prescribe its intended use in the field.

The *Teaching Quality Standard* identifies the knowledge, skills and attributes (KSAs) beginning and experienced teachers are expected to demonstrate throughout their careers.

The *Teaching Quality Standard* guides:

- beginning teachers as they reflect on their practice and plan their professional development in collaboration with their supervisors and evaluators
- experienced teachers in their professional development, supervision, evaluation and remediation strategies in order that they continue to meet the *Teaching Quality Standard* consistently throughout their careers.

The Minister has responsibility to maintain the integrity of Alberta's teaching certificate. In order to fulfill this responsibility the Minister must ensure Albertans that a recommendation for certification is based on an individual's ability to demonstrate the KSAs of the *Teaching Quality Standard.* Individuals are issued:

- an Interim Professional Certificate (IPC) when a Dean recommends a graduate for an IPC because the individual has completed a program of studies required to qualify for certification, that is, the interim KSAs set out in the *Teaching Quality Standard*
- a Permanent Professional Certificate (PPC) when a Superintendent or Designated Signing Authority recommends an individual for a PPC by declaring that the applicant has been observed and evaluated and that the teacher's practice consistently demonstrates the permanent KSAs set out in the *Teaching Quality Standard.*

The *Teaching Quality Standard* is the basis of the Memoranda of Agreement (MOA) between the Minister and Alberta's teacher preparation institutions.

- The MOA commit Deans of teacher preparation institutions to recommend to the Minister the granting of Interim Professional Certification to graduates on the basis of an attestation of program completion by their students.
- The Dean attests that the program completed by the individual being recommended was designed and delivered to provide the individual with:

-the ability to apply the knowledge, skills and attributes (KSAs) prescribed by the *Teaching Quality Standard*
-the ability to use reasoned judgment in applying the KSAs toward student learning
-a foundation of knowledge, theory and experiences upon which to base professional growth in keeping with the *Teaching Quality Standard*.

- Based on a Dean's attestation, the Minister commits to grant Interim Professional Certification to program graduates.

For Your Consideration

GOAL 1– currency; meeting the needs of the 21st century learner:
Much has changed in the ten years since the *Teaching Quality Standard* was first introduced and change will continue at a rapid pace. Futurists have identified four areas affecting the future of Albertans, including Alberta's children, over the next few decades:

1. **Environment:** climate change, environmental awareness, global implications
2. **Socio-economic:** baby boomers, shifting trade and economic centres, changing immigration patterns, changing definition of the family
3. **Demographics:** aging boomers, diversity, increased immigration, visible minorities, Aboriginal youth
4. **Technology:** demands for powerful, effective knowledge technologies, challenges to the way information, knowledge and skills are delivered, ethical questions related to technological change.

Enhancements to the *Teaching Quality Standard* must consider not only current expectations for teachers but should also be forward-looking to ensure the *Teaching Quality Standard* is flexible and adaptable to rapid changes in our society.

Although the listing of KSAs in the current *Teaching Quality Standard* is quite comprehensive it is important to review the KSAs in light of the range of competencies that need to be to be developed to meet future changes, the professional environment in which they will be exercised, and the areas of teaching practice that must be mastered.

Teachers are expected to have developed various competencies that allow them to perform a variety of duties and tasks and take charge of complex professional situations.

GOAL 2 –content; effective identification of teacher competencies:
As the *Teaching Quality Standard* is reviewed gaps need to be filled and wording may need to be sharpened.

Diversity:
For example, the KSAs only indirectly address teaching to the needs of students with learning disabilities, English language learning needs, or physical disabilities. As classrooms continue to be inclusive requiring teachers to meet the needs of diverse populations, teachers will need to be able to understand and apply related skills. The KSAs in the *Teaching Quality Standard* must reflect the competencies needed to teach to the diversity found in the classroom; a diversity of needs, abilities and culture. The diversity in Alberta's classrooms has changed considerably since 1997 and demographic projections suggest that diversity will continue to be the reality in the classroom.

Literacy and numeracy:
In the summer of 2005, Alberta Education initiated a province-wide consultation about literacy and numeracy development in the early grades. The purpose of the consultation was to ensure that Kindergarten to grade 3 students have the essential foundation skills for later success in learning and to address the needs of students not achieving the literacy and numeracy standards by the end of Grade 3. Currently, the KSAs do not identify a competency related to teaching literacy and numeracy.

The knowledge society:
Information literacy is an increasingly important part of Kindergarten to grade 12 education. In our information-centric world, students must develop skills early so they are prepared for post-secondary opportunities whether that be the in workplace or in continuing education. Knowing how to use digital technologies, and to access information and reflect on the nature of information -its social, cultural, and philosophical context- is a skill that teachers need to be able to teach students in the digital age.

In 2004, the Minister of Education asked the Council on Alberta Teaching Standards to redraft the KSA descriptor related to technology. Although some revised descriptors were approved by the Minister (see Appendix 4), the changes were not implemented pending a complete review of the *Teaching Quality Standard*. The wording related to emerging digital technologies, although revised once, may need to be revised even further to ensure teachers are well prepared to work with the effective delivery and management of emerging technologies. Teachers should be able to use technology to create relevant learning experiences for students, where teachers and students are collaborators and co-creators in the learning process. In fact, perhaps the use of digital technologies, rather than being a separate KSA, should be infused in all the KSAs.

Ethics:
The Alberta Teachers' Association has a Code Professional of Conduct and there is a similar code for teachers in private and charter schools. However the *Teaching Quality Standard* does not have a KSA directly related to demonstrating ethical and responsible professional behaviour in the performance of duties.

Other areas:
Other areas that could be considered for inclusion in the KSAs:

- teacher leadership in the school; e.g. distributed leadership
- collective responsibility for the achievement of all students in the school; e.g. whether in a traditional association such as in the classroom, through distance association or association through home-education partnerships
- effective understanding and use of "wrap around services" through partnerships among school such as health and wellness services and children and youth services.

GOAL 3 – format; reader friendly: In drafting the *Teaching Quality Standard* there should be recognition that, although it is a guide of professional competence, it also is a document that would be of interest to many segments of the public. In the review of the *Teaching Quality Standard* consideration should be given to ensure that it is worded in a manner to ensure it is reader accessible, appropriate to the profession yet accessible to the interested general public. A new format could include sequencing the KSAs in a manner that identifies relationships and to organize the KSAs in clusters. Two examples of clustering KSAs are provided:

Example 1

KSAs Interim Certification As situations warrant, teachers who hold an Interim Professional Certificate are expected to demonstrate and consistently understand:	**KSAs Permanent Certification** Teachers who hold a Permanent Professional Certificate must demonstrate, in their practice, professional repertoires that are expanded beyond the Interim KSAs.
Planning for Learning **a** contextual variables affect teaching and learning **c** the purposes of the guide to education and programs of study germane to the specialization or subject disciplines they are prepared to teach. **d** the subject disciplines they teach **f** purpose of short, medium, and long range planning	**Planning for Learning** **a** Teachers' application of pedagogical knowledge, skills and attributes is based in their ongoing analysis of contextual variables. Teachers' analysis of contextual variables underlies their reasoned judgments and decisions about which specific pedagogical skills and abilities to apply in order that students can achieve optimum learning (e.g., student, regulatory, school, parent and societal, and teacher variables). **g** Teachers translate curriculum content and objectives into meaningful learning activities **c** Teachers understand the subject disciplines they teach…. **e** Teachers engage in a range of planning activities

KSAs Interim Certification As situations warrant, teachers who hold an Interim Professional Certificate are expected to demonstrate and consistently understand:	KSAs Permanent Certification Teachers who hold a Permanent Professional Certificate must demonstrate, in their practice, professional repertoires that are expanded beyond the Interim KSAs.
Facilitating Learning **e** all students can learn, albeit at different rates and in different ways. **i** there are many approaches to teaching and learning. **j** the functions of traditional and electronic teaching/learning technologies. **l** the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. **m** student learning is enhanced through the use of home and community resources	**Facilitating Learning** **d** Teachers know there are many approaches to teaching **h** Teachers apply a variety of technologies to meet students' learning needs and learning. … **j** Teachers establish and maintain partnerships among school, home and community, and within their own schools. …
Assessing and Evaluating Learning **k** the purposes of student assessment.	**Assessing and Evaluating Learning** **i** Teachers gather and use information about students' learning needs and progress. …
Managing the Learning Environment **g** students' needs for physical, social, cultural and psychological security **h** the importance of respecting students' human dignity	**Managing the Learning Environment** **f** Teachers create and maintain environments that are conducive to student learning….
Working/Operating as a Professional Educator **b** the structure of the Alberta education system. **n** the importance of contributing, independently and collegially, to the quality of their school. **o** the importance of career-long learning **p** the importance of guiding their actions with a personal, overall vision of the purpose of teaching. **q** they are expected to achieve the *Teaching Quality Standard*, i.e., providing students the best possible opportunity to learn.	**Working/Operating as a Professional Educator** **b** Teachers understand the legislated, moral and ethical frameworks within which they work. Teachers function within a policy-based and results oriented education system authorized under the School Act and other legislation. Teachers also function within policy frameworks established by school authorities. … Teachers recognize they are bound by standards of conduct expected of a caring, knowledgeable and reasonable adult who is entrusted with the custody, care or education of students or children. **k** Teachers are career-long learners. …

Example 2*

KSAs INTERIM CERTIFICATION	KSAs PERMANENT CERTIFICATION
Planning and Preparation	**Planning and Preparation**
a) contextual variables affect teaching and learning. b) the structure of the Alberta education system. c) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach. d) the subject disciplines they teach. f) the purposes of short, medium and long term range planning	a) apply pedagogic knowledge, skills and attributes based on their ongoing analysis of contextual variables. b) understand the legislated, moral and ethical frameworks within which they work. c) understand the subject disciplines they teach. e) engage in a range of planning activities.
The Classroom Environment	**The Classroom Environment**
g) students' needs for physical, social, cultural and psychological security. h) the importance of respecting students' human dignity.	f) create and maintain environments that are conducive to student learning.
Instruction	**Instruction**
e) that all students can learn, albeit at different rates and in different ways. i) there are many approaches to teaching and learning. k) the purposes of student assessment. j) the functions of traditional and electronic teaching/learning technologies. m) student learning is enhanced through the use of home and community resources.	g) translate curriculum content and objectives into meaningful learning activities. d) know there are many approaches to teaching and learning. h) apply a variety of technologies to meet students' learning needs. i) gather and use information about students' learning needs and progress.
Professional Responsibilities	**Professional Responsibilities**
n) the importance of engaging parents, purposefully and meaningfully in all aspects of teaching. o) the importance of contributing, independently and collegially, to the quality of their school. p) the importance of career-long learning.	j) establish and maintain partnerships among school, home and community, and within their schools. k) are career-long learners

* College of Alberta School Superintendents presentation *Learning Our Way Forward*

Your Opinions- Discussion Questions

Currency:

1. Are any KSAs in the *Teaching Quality Standard* not relevant for the teacher being prepared to teach in the 21st century? If so which one(s)?

2. Based on the four areas that futurists identify as key influences in the 21st century, what new knowledge skills and attributes do teachers need to demonstrate as competencies?

Content:

3. What other competencies do you believe should be incorporated in the *Teaching Quality Standard*?

Format:

4. What organizational structure would best support communicating the requirements of a revised *Teaching Quality Standard* to the profession and to the public?

Appendix 3 lists the KSAs for interim certification. There is a space by each KSA to jot down notes.

Appendix 1: *Ministerial Order Teaching Quality Standard Applicable to the Provision of Basic Education in Alberta*

Pursuant to Section 25(1)(f) of the *School Act*, I approve the following as the Teaching Quality Standard which shall apply to teacher certification, professional development, supervision and evaluation, and which is supported by descriptors of selected knowledge, skills and attributes appropriate to teachers at different stages of their careers:

(1) Teaching Quality Standard

Quality teaching occurs when the teacher's ongoing analysis of the context, and the teacher's decisions about which pedagogical knowledge and abilities to apply result in optimum learning by students.

All teachers are expected to meet the Teaching Quality Standard throughout their careers. However, teaching practices will vary because each teaching situation is different and in constant change. Reasoned judgment must be used to determine whether the Teaching Quality Standard is being met in a given context.

(2) Descriptors of Knowledge, Skills and Attributes Related to Interim Certification
Teachers who hold an Interim Professional Certificate must possess the Knowledge, Skills and Attributes Related to Interim Certification (Interim KSAs), and apply them appropriately toward student learning. During their first two years of teaching, teachers should use the Interim KSAs to guide their teaching, reflect on their practice, and direct their professional development in collaboration with their supervisors and evaluators.
As situations warrant, teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand:

a) contextual variables affect teaching and learning. They know how to analyse many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning;

b) the structure of the Alberta education system. They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the Certification of Teachers Regulation, A.R. 261/90 as amended and their school authority's teacher's evaluation policy;

c) the purposes of the Guide to Education and programs of study germane to the specialization or subject disciplines they are prepared to teach. They know how to use these documents to inform and direct their planning, instruction and assessment of student progress;

d) the subject disciplines they teach. They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools;

e) all students can learn, albeit at different rates and in different ways. They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs;

f) the purposes of short, medium and long term range planning. They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students;

g) students' needs for physical, social, cultural and psychological security. They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning;

h) the importance of respecting students' human dignity. They know how to establish, with different students, professional relationships that are characterized by mutual respect, trust and harmony;

i) there are many approaches to teaching and learning. They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes;

j) the functions of traditional and electronic teaching/learning technologies. They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information, and keep records;

k) the purposes of student assessment. They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large scale assessment techniques and instruments. They know how to analyse the results of classroom and large scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students;

l) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning. They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students;

m) student learning is enhanced through the use of home and community resources. They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning;

n) the importance of contributing, independently and collegially, to the quality of their school. They know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues;

o) the importance of career-long learning. They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities;

p) the importance of guiding their actions with a personal, overall vision of the purpose of teaching. They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience; and

q) they are expected to achieve the Teaching Quality Standard.

(3) Descriptors of Knowledge, Skills and Attributes Related to Permanent Certification

Teachers who hold a Permanent Professional Certificate must demonstrate, in their practice, professional repertoires that are expanded beyond the Interim KSAs.

The following descriptors comprise a repertoire of selected knowledge, skills and attributes from which teachers who hold a Permanent Professional Certificate should be able to draw, as situations warrant, in order to meet the Teaching Quality Standard. Teachers, staffs, supervisors and evaluators should use the descriptors to guide professional development, supervision, evaluation and remediation strategies in order that teachers can meet the Teaching Quality Standard consistently throughout their careers.

a) Teachers' application of pedagogical knowledge, skills and attributes is based in their ongoing analysis of contextual variables.

Teachers' analysis of contextual variables underlies their reasoned judgments and decisions about which specific pedagogical skills and abilities to apply in order that students can achieve optimum learning. Selected variables are outlined below.

<u>student variables</u>

- demographic variables, e.g. age, gender
- maturation
- abilities and talents
- relationships among students
- subject area of study
- prior learning
- socio-economic status
- cultural background
- linguistic variables
- mental and emotional states and conditions

<u>regulatory variables</u>

- *Government Organization Act*
- *School Act and provincial regulations, policies and Ministerial Orders*
- *Child Welfare Act*
- *Canadian Charter of Rights and Freedoms*
- school authority policies
- Guide to Education
- programs of study

school variables

- resource availability and allocation
- teaching assignment
- class size and composition
- collegial and administrator support
- physical plant
- physical plant

teacher variables

- teaching experience
- learning experiences

parent and societal variables

- parental support
- parental involvement in children's learning
- socio-economic variables
- community support for education
- multiculturalism
- cultural pluralism
- inter-agency collaboration
- provincial, national and global influences

b) Teachers understand the legislated, moral and ethical frameworks within which they work.

Teachers function within a policy-based and results oriented education system authorized under the School Act and other legislation.

Teachers also function within policy frameworks established by school authorities. This includes policies which require: a commitment to teaching practices that meet their school authority's teaching quality standard(s); and that teachers engage in ongoing, individualized professional development.

Teachers recognize they are bound by standards of conduct expected of a caring, knowledgeable and reasonable adult who is entrusted with the custody, care or education of students or children. Teachers recognize their actions are bound in moral, ethical and legal considerations regarding their obligations to students, parents, administrators, school authorities, communities and society at large. Teachers acknowledge these obligations and act accordingly.

c) Teachers understand the subject disciplines they teach.

Teachers understand the knowledge, concepts, methodologies and assumptions of the subject disciplines they teach. This includes an understanding of how knowledge in each discipline is created and organized, and that subject disciplines are more than bodies of static facts and techniques - they are complex and evolving. Their understanding extends to relevant technologies, the linkages among subject disciplines, and their relevance and importance in everyday life at the personal, local, national and international levels.

Teachers understand that students typically bring preconceptions and understandings to a subject. They know strategies and materials that are of assistance in furthering students' understanding.

d) Teachers know there are many approaches to teaching and learning.

Teachers appreciate individual differences and believe all students can learn, albeit at different rates and in different ways. They recognize students' different learning styles and the different

ways they learn, and accommodate these differences in individuals and groups of students including students with special learning needs.

Teachers understand the fluidity of teaching and learning. They constantly monitor the effectiveness and appropriateness of their practices and students' activities, and change them as needed.

e) Teachers engage in a range of planning activities.

Teachers' plans are founded in their understanding of contextual variables and are a record of their decisions on what teaching and learning strategies to apply. Plans outline a reasoned and incremental progression toward the attainment of desired outcomes, for both teachers and students. Teachers monitor the context, their instruction, and monitor and assess students' learning on an ongoing basis, and modify their plans accordingly.

Teachers strive to establish candid, open and ongoing lines of communication with students, parents, colleagues and other professionals, and incorporate information gained into their planning.

f) Teachers create and maintain environments that are conducive to student learning.

Teachers establish learning environments wherein students feel physically, psychologically, socially and culturally secure. They are respectful of students' human dignity, and seek to establish a positive professional relationship with students that is characterized by mutual respect, trust and harmony. They model the beliefs, principles, values, and intellectual characteristics outlined in the Guide to Education and programs of study, and guide students to do the same.

Teachers work, independently and cooperatively, to make their classrooms and schools stimulating learning environments. They maintain acceptable levels of student conduct, and use discipline strategies that result in a positive environment conducive to student learning. They work with students to establish classroom routines that enhance and increase students' involvement in meaningful learning activities. They organize facilities, materials, equipment and space to provide students equitable opportunities to learn, and to provide for students' safety.

Where community members work with students either on-campus or off-campus and where students are engaged in school-sponsored off-campus activities, teachers strive to ensure these situations also are secure and positive environments conducive to students' learning.

g) Teachers translate curriculum content and objectives into meaningful learning activities.

Teachers clearly communicate short and long range learning expectations to students, and how the expectations are to be achieved and assessed. They engage students in meaningful activities that motivate and challenge them to achieve those expectations. They integrate current learning with prior learning, and provide opportunities for students to relate their learning to the home, community and broader environment.

Teachers apply a broad range and variety of instructional and learning strategies. The strategies vary in keeping with contextual variables, subject content, desired objectives, and the learning needs of individuals and groups of students. The strategies are selected and used to achieve desired outcomes, primarily the expectations outlined in the Guide to Education, programs of study and other approved programs.

h) Teachers apply a variety of technologies to meet students' learning needs.

Teachers use teaching/learning resources such as the chalkboard, texts, computers and other auditory, print and visual media, and maintain an awareness of emerging technological resources. They keep abreast of advances in teaching/learning technologies and how they can be incorporated into instruction and learning. As new technologies prove useful and become available in schools, teachers develop their own and their students' proficiencies in using the technologies purposefully, which may include content presentation, delivery and research applications, as well as word processing, information management and record keeping.

Teachers use electronic networks and other telecommunication media to enhance their own knowledge and abilities, and to communicate more effectively with others.

i) Teachers gather and use information about students' learning needs and progress.

Teachers monitor students' actions on an ongoing basis to determine and respond to their learning needs. They use a variety of diagnostic methods that include observing students' activities, analysing students' learning difficulties and strengths, and interpreting the results of assessments and information provided by students, their parents, colleagues and other professionals.

Teachers select and develop a variety of classroom assessment strategies and instruments to assess the full range of learning objectives. They differentiate between classroom and large-scale instruments such as provincial achievement tests, administer both and use the results for the ultimate benefit of students. They record, interpret and use the results of their assessments to modify their teaching practices and students' learning activities.

Teachers help students, parents and other educators interpret and understand the results of diagnoses and assessments, and the implications for students. They also help students develop the ability to diagnose their own learning needs and to assess their progress toward learning goals.

Teachers use their interpretations of diagnoses and assessments as well as students' work and results to guide their own professional growth. They assist school councils and members of the community to understand the purposes, meanings, outcomes and implications of assessments.

j) Teachers establish and maintain partnerships among school, home and community, and within their own schools.

Teachers engage in activities that contribute to the quality of the school as a learning environment. They work with others to develop, coordinate and implement programs and activities that characterize effective schools. They also work cooperatively with school councils.

Teachers strive to involve parents in their children's schooling. Partnerships with the home are characterized by the candid sharing of information and ideas to influence how teachers and parents, independently and cooperatively, contribute to students' learning.

Teachers seek out and incorporate community resources into their instruction, and encourage students to use home and community resources in their learning. Teachers make connections between school, home and community in order to enhance the relevance and meaning of learning. Home and community resources are utilized to make learning meaningful and relevant, and so students can gain an increased understanding of the knowledge, skills and attitudes needed to participate in and contribute positively to society.

k) Teachers are career-long learners.

Teachers engage in ongoing professional development to enhance their: understanding of and ability to analyze the context of teaching; ability to make reasoned judgments and decisions; and, pedagogical knowledge and abilities. They recognize their own professional needs and work with others to meet those needs. They share their professional expertise to the benefit of others in their schools, communities and profession.

Teachers guide their actions by their overall visions of the purpose of teaching. They actively refine and redefine their visions in light of the ever-changing context, new knowledge and understandings, and their experiences. While these visions are dynamic and grow in depth and breadth over teachers' careers, the visions maintain at their core a commitment to teaching practices through which students can achieve optimum learning.

Appendix 2: Arrêté ministériel (#016/97) Norme de qualité de l'enseignement régissant la prestation de l'enseignement de base en Alberta

En vertu de l'article 25(1)(f) de la *School Act*, j'approuve le texte ci-dessous, qui constitue la *Norme de qualité de l'enseignemen t* destinée à régir l'obtention du brevet d'enseignement, le perfectionnement professionnel, la surveillance et l'évaluation des enseignants. Cette norme se fonde sur des descripteurs de connaissances, d'habiletés et d'attributs correspondant à différentes étapes de la carrière d'enseignant :

(1) Norme de qualité de l'enseignement
L'enseignement est de qualité lorsque l'analyse continue du contexte faite par l'enseignant, et que les décisions de l'enseignant relatives aux connaissances et compétences pédagogiques auxquelles il doit faire appel, donnent lieu à un apprentissage optimal de la part des élèves.

Les enseignants sont tenus de satisfaire à la *Norme de qualité de l'enseignement* tout au long de leur carrière. Cependant, les interventions pédagogiques varient en fonction des situations et à la lumière de changements constants. Il convient donc de juger si la *Norme de qualité de l'enseignement* est respectée dans un contexte donné.

(2) Descripteurs des connaissances, des habiletés et des attributs sanctionnés par le brevet d'enseignement provisoire

Les enseignants titulaires du brevet d'enseignement provisoire possèdent les connaissances, les habiletés et les attributs correspondant à la *Norme de qualité de l'enseignement* en début de carrière et en font un usage propice à l'apprentissage chez les élèves. Au cours des deux premières années d'enseignement, ils se fondent sur ces connaissances, habiletés et attributs provisoires pour guider leur enseignement, réfléchir à l'exercice de leur métier et orienter leur perfectionnement professionnel avec la collaboration de leurs superviseurs et évaluateurs.

Compte tenu de leurs situations respectives, les titulaires du brevet d'enseignement provisoire doivent manifester de façon constante qu'ils comprennent :

a) le fait que les variables contextuelles ont une incidence sur l'enseignement et l'apprentissage. Ils savent analyser les nombreuses variables à l'œuvre dans une situation donnée et réagissent en conséquence — en prenant des décisions éclairées sur leur enseignement et l'apprentissage des élèves;

b) la structure du système d'éducation de l'Alberta. Ils connaissent les différents rôles au sein du système, et la façon dont les responsabilités sont déterminées, communiquées et assumées — notamment les attentes les concernant aux termes du règlement sur la délivrance du brevet d'enseignement *[Certification of Teachers Regulation, A.R. 261/90]* tel que modifié et des politiques d'évaluation des enseignants émanant de leurs autorités scolaires;

c) les objectifs du *Guide de l'éducation – Manuel de la maternelle à la 12^{e} année* et des programmes d'études propres à leurs domaines de spécialisation ou disciplines. Ils savent utiliser les documents pertinents pour éclairer et guider leur planification, leur enseignement et l'évaluation des progrès des élèves;

d) la discipline qu'ils enseignent. Ils ont suivi un programme d'études structuré complet qui leur a permis d'acquérir les connaissances, les concepts, les méthodes et les postulats d'un ou de plusieurs domaines de spécialisation ou disciplines enseignées dans les écoles de la province;

e) le fait que tous les élèves ont la capacité d'apprendre, à des rythmes et selon des modalités qui leur sont propres. Ils savent déterminer les différents styles et stratégies d'apprentissage des élèves, et consultent d'autres personnes compétentes, le cas échéant et au moment opportun. Ils comprennent la nécessité de tenir compte des différences en créant de multiples chemins d'apprentissage pour les élèves et les groupes d'élèves, y compris les élèves qui ont des besoins spéciaux;

f) les objectifs de la planification à court, à moyen et à long terme. Ils savent utiliser le programme d'études et les objectifs visés pour élaborer des possibilités d'apprentissage raisonnées, pertinentes et graduelles. Ils comprennent aussi la nécessité de modifier leurs plans en fonction des besoins individuels et collectifs des élèves;

g) la nécessité d'assurer la sécurité des élèves sur le plan physique, social, culturel et psychologique. Ils savent engager les élèves à respecter les règles de conduite de la classe. Ils savent aussi comment et quand mettre en œuvre une gamme de stratégies de gestion en fonction de la situation, en vue de minimiser les incidents susceptibles de perturber l'apprentissage des élèves;

h) la nécessité impérative de respecter la dignité humaine des élèves. Ils savent établir, avec chaque élève, des rapports professionnels positifs et harmonieux, fondés sur la confiance et le respect mutuels;

(i) le fait qu'il existe de multiples approches à l'enseignement et à l'apprentissage. Ils connaissent une vaste gamme de stratégies pédagogiques adaptées à leur propre domaine de spécialisation et à la discipline qu'ils enseignent, et savent choisir les stratégies qui permettront à leurs élèves d'obtenir les résultats propres à chacun;

j) les fonctions des techniques d'enseignement et d'apprentissage traditionnelles et électroniques. Ils maîtrisent ces techniques et savent comment amener les élèves à les utiliser pour présenter et livrer du contenu, communiquer efficacement, trouver et extraire l'information, faire des recherches et du traitement de texte, gérer les données et tenir des dossiers;

k) les objectifs de l'évaluation des élèves. Ils savent évaluer la gamme des objectifs d'apprentissage en choisissant et en élaborant diverses techniques d'évaluation pour la classe et à grande échelle. Ils savent analyser les résultats de la classe et des instruments d'évaluation à grande échelle (les instruments élaborés par le ministère, notamment), et comment tirer parti des résultats au profit des élèves;

l) l'importance d'engager la participation judicieuse des parents à tous les aspects de l'enseignement et de l'apprentissage. Ils savent élaborer et mettre en œuvre des stratégies qui créent et favorisent des partenariats réunissant l'enseignant, les parents et les élèves;

m) le fait que l'utilisation de ressources émanant du foyer et de la communauté permet d'optimiser l'apprentissage. Ils savent déterminer les ressources convenant aux objectifs d'enseignement et d'apprentissage, et les intégrer à leur enseignement et à l'apprentissage des élèves;

n) l'importance de contribuer à la qualité de leur école — seuls et dans un esprit de collégialité. Ils connaissent les stratégies qui leur permettent, individuellement et collectivement, de promouvoir et de maintenir la qualité de leur école pour le bien des élèves, des parents d'élèves, de la communauté et de leurs collègues.

o) l'importance du perfectionnement professionnel continu. Ils savent évaluer leur propre enseignement et collaborer avec les autres personnes responsables de la surveillance et de l'évaluation des enseignants. Ils savent comment tirer parti des résultats d'évaluations pour choisir, élaborer et mettre en œuvre leurs propres activités de perfectionnement;

p) l'importance d'être guidé par une vision personnelle globale de l'enseignement. Ils savent communiquer leur propre philosophie et notamment comment elle se transforme en fonction de l'évolution du savoir et de la compréhension, et de leurs expériences; et

q) le fait qu'ils sont censés satisfaire à la **Norme de qualité de l'enseignement**.

(3) Descripteurs des connaissances, des habiletés et des attributs sanctionnés par le brevet d'enseignement permanent

Les enseignants titulaires d'un brevet d'enseignement permanent doivent déployer, dans l'exercice de leur métier, un répertoire professionnel fondé sur des connaissances, habiletés et attributs supérieurs à ceux démontrés lorsqu'ils détiennent un brevet d'enseignement provisoire.

Les descripteurs suivants couvrent un répertoire de connaissances, d'habiletés et d'attributs dont les titulaires du brevet d'enseignement permanent sont censés tirer parti, selon les circonstances, pour satisfaire à la **Norme de qualité de l'enseignement**. Les enseignants, les membres du personnel, les superviseurs et les évaluateurs devraient se servir des descripteurs pour guider le perfectionnement professionnel, la surveillance, l'évaluation et les stratégies correctives afin de

permettre aux enseignants de répondre à la **Norme de qualité de l'enseignement** tout au long de leur carrière.

a) Les enseignants appliquent les connaissances, les habiletés et les attributs pédagogiques d'après leur analyse continue des variables contextuelles.

L'analyse continue des variables contextuelles sous-tend le jugement professionnel raisonné et les décisions éclairées que prennent les enseignants sur les compétences pédagogiques à appliquer pour permettre aux élèves d'accéder à l'apprentissage optimal. Notamment :

Variables liées aux élèves

- variables démographiques (ex. : âge, sexe, etc.)
- maturation
- capacités et talents
- rapports entre les élèves
- matière
- connaissances acquises
- statut socio-économique
- antécédents culturels
- variables linguistiques
- conditions ou état mental et affectif

Variables liées à la réglementation

- *Government Organization Act*
- *School Act,* réglementation et politiques provinciales, et arrêtés ministériels
- *Child Welfare Act*
- *Charte canadienne des droits et libertés*
- politiques des autorités scolaires
- *Guide de l'éducation - Manuel de la maternelle à la 12^{e} année*
- programmes d'études

Variables liées à l'école

- disponibilité et affectation des ressources
- charge d'enseignement
- nombre d'élèves et composition de la classe
- soutien collégial et administratif
- Installations

Variables liées aux parents et à la société

- soutien de la part des parents
- participation des parents à l'apprentissage des enfants
- variables socio-économiques
- soutien de la collectivité pour l'éducation
- multiculturalisme
- pluralisme culturel
- collaboration interinstitutions
- influences provinciales, nationales et globales

Variables liées à l'enseignant

- expérience de l'enseignement
- expériences d'apprentissage

b) Les enseignants comprennent les cadres d'ordre législatif, moral et éthique au sein desquels ils exercent leur profession.

Les enseignants fonctionnent au sein d'un système éducatif fondé sur des politiques et axé sur les résultats qu'autorisent la *School Act* et d'autres lois.

Les enseignants fonctionnent aussi au sein de politiques-cadres établies par les autorités scolaires – entre autres, au sein de politiques exigeant que les membres du personnel exercent leur profession conformément

au(x) norme(s) de qualité de l'enseignement établie(s) par la direction de l'école; et qu'ils poursuivent un perfectionnement professionnel individualisé tout au long de leur carrière.

Les enseignants reconnaissent qu'ils sont liés par des normes de conduite attendues d'adultes bienveillants, compétents et raisonnables, adultes que la société a chargés d'assurer la garde, le soin et l'éducation d'élèves ou d'enfants. Les enseignants reconnaissent que leurs actions sont fondées sur des considérations morales, éthiques et juridiques régissant leurs obligations envers les élèves, les parents, les administrateurs, les autorités scolaires, les collectivités et la société en général. Les enseignants assument pleinement ces obligations et agissent en conséquence.

c) Les enseignants comprennent le domaine de spécialisation ou la discipline qu'ils enseignent.

Les enseignants comprennent le champ de connaissance, les concepts, les méthodes et les postulats de la discipline qu'ils enseignent – ils comprennent notamment comment le savoir est formulé et structuré, et que les domaines de spécialisation ou disciplines ne se composent pas seulement de faits et de techniques statiques, mais qu'elles sont complexes et en constante évolution. Leur compréhension porte également sur les technologies appropriées, les liens entre les disciplines, et leur pertinence et importance dans la vie de tous les jours à l'échelle personnelle, locale, nationale et internationale.

Les enseignants comprennent que l'élève possède en général certaines notions et idées préconçues sur un sujet donné. Ils connaissent un matériel et des stratégies qui permettent d'approfondir la compréhension chez les élèves.

d) Les enseignants savent qu'il existe de multiples approches à l'enseignement et à l'apprentissage.

Les enseignants sont attentifs aux caractéristiques de chaque élève et pensent que tous ont la capacité d'apprendre, à des rythmes et selon des modalités qui leur sont propres. Ils savent déterminer les différents styles et stratégies d'apprentissage des élèves, et tiennent compte de ces différences chez les élèves et les groupes d'élèves, y compris les élèves qui ont des besoins spéciaux;

Les enseignants comprennent le caractère mouvant de l'enseignement et de l'apprentissage. Ils veillent à maintenir l'efficacité et le caractère adéquat de leurs pratiques et des activités des élèves et les modifient au besoin.

e) Les enseignants effectuent une gamme d'activités de planification.

Les plans sont fondés sur la compréhension qu'ont les enseignants des variables contextuelles et contiennent les décisions relatives aux stratégies d'enseignement et d'apprentissage qu'il convient d'appliquer. Les plans décrivent la progression raisonnée et graduelle vers la réalisation des résultats visés pour les enseignants et les élèves. Les enseignants restent attentifs au contexte et à leur enseignement; ils

surveillent et évaluent constamment l'apprentissage chez leurs élèves et modifient leurs plans en conséquence.

Les enseignants s'efforcent d'établir et de maintenir une communication franche et ouverte avec les élèves, les parents, les collègues et les autres intervenants, et tiennent compte de l'information ainsi obtenue dans leur planification.

f) Les enseignants créent et maintiennent un environnement propice à l'apprentissage.

Les enseignants établissent des environnements d'apprentissage sécurisants sur le plan physique, psychologique, social et culturel. Ils respectent la dignité humaine des élèves et s'efforcent d'établir, avec chaque élève, des rapports professionnels positifs et harmonieux, fondés sur la confiance et le respect mutuels. Ils incarnent les croyances, les principes, les valeurs et les caractéristiques que décrivent le *Guide de l'éducation - Manuel de la maternelle à la 12^{e} année* et les programmes d'études, et engagent les élèves à adopter des comportements souhaitables.
Les enseignants travaillent, seuls et collectivement, à faire de leurs classes et de leurs écoles des environnements d'apprentissage stimulants. Ils savent faire respecter les règles de conduite de la classe et mettre en œuvre des stratégies de discipline se traduisant par un environnement propice à l'apprentissage. Ils établissent avec leurs élèves des procédures de classe qui encouragent et augmentent la participation des élèves à des activités d'apprentissage fructueuses. Les enseignants organisent les locaux, le matériel, l'équipement et l'espace pour fournir des possibilités d'apprentissage équitables et assurer la sécurité de leurs élèves.

Les enseignants mettent tout en œuvre, en toutes circonstances, pour assurer la sécurité des élèves et leur fournir des environnements positifs propices à l'apprentissage, y compris quand les membres de la communauté travaillent avec les élèves et que les élèves participent à des activités parrainées par l'école – à l'intérieur ou à l'extérieur de l'établissement.

g) Les enseignants traduisent le contenu et les objectifs du programme d'études en activités d'apprentissage pertinentes.

Les enseignants indiquent clairement aux élèves les attentes à court et à long terme, comment ils peuvent atteindre ces attentes et comment elles seront évaluées. Ils font participer les élèves à des activités pertinentes, riches en défi et motivantes. Les enseignants intègrent l'apprentissage actuel et les apprentissages précédents, et permettent aux élèves d'établir des liens entre leur apprentissage et leur vécu au sein de leur foyer, de la communauté et de la société en général.

Les enseignants appliquent une gamme étendue et variée de stratégies d'enseignement et d'apprentissage – en fonction des variables contextuelles, du contenu des cours, des objectifs visés et des besoins individuels et collectifs des

élèves. Les stratégies sont choisies et utilisées pour réaliser les objectifs, c'est-à-dire les attentes que définissent le *Guide de l'éducation - Manuel de la maternelle à la 12e année*, les programmes d'études et les autres programmes approuvés.

h) Les enseignants appliquent différentes technologies pour répondre aux besoins éducatifs des élèves.

Les enseignants utilisent différentes ressources éducatives – tableau, textes, ordinateurs et autres médias imprimés et audiovisuels – et restent attentifs à l'évolution des technologies. Ils se tiennent au courant des progrès techniques réalisés dans le secteur de l'enseignement et de l'apprentissage, et des façons d'en tirer parti. À mesure que l'utilité de nouvelles techniques est reconnue et que ces techniques sont à la disposition des écoles, les enseignants apprennent eux-mêmes, et enseignent aux élèves, à les utiliser de façon judicieuse, tant dans la présentation du contenu, la prestation de l'enseignement et les applications de la recherche, que pour le traitement de texte, la gestion de l'information et la tenue de dossiers.

Les enseignants utilisent les réseaux électroniques et d'autres moyens de télécommunications pour rehausser leurs propres connaissances et habiletés et pour communiquer plus efficacement.

i) Les enseignants recueillent et utilisent des données pertinentes sur les besoins éducatifs et les progrès des élèves.

Les enseignants surveillent régulièrement les actions des élèves pour déterminer leurs besoins et y répondre. Ils utilisent différentes méthodes diagnostiques qui incluent l'observation des activités des élèves, l'analyse des points forts et des faiblesses des élèves, et l'interprétation des résultats d'évaluation ainsi que les renseignements fournis par les élèves, les parents, les collègues et d'autres professionnels.

Les enseignants choisissent et élaborent différentes méthodes et instruments d'évaluation pour déterminer toute la gamme d'objectifs d'apprentissage. Ils établissent une distinction entre les instruments destinés à la classe et les instruments à grande échelle tels que les tests de rendement provinciaux; ils administrent les deux catégories de tests et tirent parti des résultats pour modifier leurs pratiques pédagogiques et les activités d'apprentissage.

Les enseignants aident les élèves, les parents et les autres éducateurs à interpréter et à comprendre les résultats des diagnostics et des évaluations et leur portée pour les élèves. Ils aident aussi les élèves à acquérir la capacité de déterminer leurs propres besoins et à évaluer leurs progrès vers la réalisation des objectifs d'apprentissage.

Les enseignants utilisent leurs interprétations des diagnostics et des évaluations ainsi que des travaux et résultats scolaires pour guider leur perfectionnement professionnel. Ils aident les conseils d'école et les membres de la communauté à comprendre les objectifs, le sens, les résultats et la portée des évaluations.

j) Les enseignants établissent et maintiennent des partenariats entre l'école, le foyer et la communauté, et au sein de leurs propres écoles.

Les enseignants se livrent à des activités qui contribuent à la qualité de l'école en tant qu'environnement d'apprentissage. Ils collaborent avec d'autres intervenants à l'élaboration, à la coordination et à la mise en œuvre de programmes et d'activités qui assurent l'efficacité de leur établissement d'enseignement. Ils collaborent également avec les conseils d'école.

Les enseignants s'efforcent d'engager la participation des parents dans la scolarité des enfants. Les partenariats avec le foyer sont caractérisés par le partage ouvert des données et des idées, et visent à optimiser la façon dont enseignants et parents contribuent, individuellement et collectivement, à l'apprentissage chez les élèves.

Les enseignants s'efforcent de solliciter des ressources communautaires et de les intégrer à l'instruction; ils encouragent les élèves à tirer parti des ressources de leur entourage dans leur apprentissage. Les enseignants créent des liens entre l'école, les foyers et la communauté pour rehausser la pertinence et le sens profond de l'apprentissage. Les ressources familiales et communautaires sont utilisées à ces fins et permettent aux élèves d'améliorer les connaissances, les habiletés et les attitudes requises pour participer et contribuer pleinement à la société.

k) Les enseignants continuent à apprendre tout au long de leur carrière.

Les enseignants poursuivent leur perfectionnement professionnel tout au long de leur carrière pour rehausser leur compréhension et leur capacité d'analyser le contexte de l'enseignement, pour rehausser leur aptitude à prendre des décisions bien réfléchies, et enfin, pour rehausser leur savoir et leurs compétences pédagogiques. Ils sont conscients de leurs propres besoins professionnels et collaborent avec d'autres intervenants pour y répondre. Ils mettent leur compétence au profit des autres au sein de leur école, de la communauté et de la profession.

Les enseignants s'inspirent de la vision globale qu'ils ont de leur mandat. Ils veillent activement à préciser et à redéfinir cette vision à la lumière des changements constants qui surviennent dans leur environnement, dans le champ du savoir et de la compréhension, et dans leurs expériences. Malgré son caractère dynamique et bien qu'elle évolue en profondeur et en amplitude tout au long de la carrière de l'enseignant, cette vision ou philosophie reste essentiellement animée par la volonté d'adopter des pratiques pédagogiques qui permettront aux élèves d'accéder à un apprentissage optimal.

Appendix 3: Descriptors of Knowledge, Skills and Attributes (KSAs) Related to Interim Certification

Knowledge, Skills and Attributes	Comments
a) contextual variables affect teaching and learning • They know how to analyze many variables at one time, and how to respond by making reasoned decisions about their teaching practice and students' learning.	
b) the structure of the Alberta education system • They know the different roles in the system, and how responsibilities and accountabilities are determined, communicated and enforced, including the expectations held of them under the *Certification of Teachers Regulation, A.R. 261/90* as amended and their school authority's teacher's evaluation policy.	
c) the purposes of the *Guide to Education* and programs of study germane to the specialization or subject disciplines they are prepared to teach • They know how to use these documents to inform and direct their planning, instruction and assessment of student progress.	
d) the subject disciplines they teach • They have completed a structured program of studies through which they acquired the knowledge, concepts, methodologies and assumptions in one or more areas of specialization or subject disciplines taught in Alberta schools.	
e) all students can learn, albeit at different rates and in different ways • They know how (including when and how to engage others) to identify students' different learning styles and ways students learn. They understand the need to respond to differences by creating multiple paths to learning for individuals and groups of students, including students with special learning needs.	
f) the purposes of short-, medium- and long-term range planning • They know how to translate curriculum and desired outcomes into reasoned, meaningful and incrementally progressive learning opportunities for students. They also understand the need to vary their plans to accommodate individuals and groups of students.	
g) students' needs for physical, social, cultural and psychological security • They know how to engage students in creating effective classroom routines. They know how and when to apply a variety of management strategies that are in keeping with the situation, and that provide for minimal disruptions to students' learning.	

Knowledge, Skills and Attributes	Comments
h) the importance of respecting students' human dignity • They know how to establish, with different students, professional relationships characterized by mutual respect, trust and harmony.	
i) there are many approaches to teaching and learning • They know a broad range of instructional strategies appropriate to their area of specialization and the subject discipline they teach, and know which strategies are appropriate to help different students achieve different outcomes.	
j) the functions of traditional and electronic teaching/learning technologies • They know how to use and how to engage students in using these technologies to present and deliver content, communicate effectively with others, find and secure information, research, word process, manage information and keep records.	
k) the purposes of student assessment • They know how to assess the range of learning objectives by selecting and developing a variety of classroom and large-scale assessment techniques and instruments. They know how to analyze the results of classroom and large-scale assessment instruments including provincial assessment instruments, and how to use the results for the ultimate benefit of students.	
l) the importance of engaging parents, purposefully and meaningfully, in all aspects of teaching and learning • They know how to develop and implement strategies that create and enhance partnerships among teachers, parents and students.	
m) student learning is enhanced through the use of home and community resources • They know how to identify resources relevant to teaching and learning objectives, and how to incorporate these resources into their teaching and students' learning.	
n) the importance of contributing, independently and collegially, to the quality of their school • They know the strategies whereby they can, independently and collegially, enhance and maintain the quality of their schools to the benefit of students, parents, community and colleagues.	

Knowledge, Skills and Attributes	Comments
o) the importance of career-long learning • They know how to assess their own teaching and how to work with others responsible for supervising and evaluating teachers. They know how to use the findings of assessments, supervision and evaluations to select, develop and implement their own professional development activities.	
p) the importance of guiding their actions with a personal, overall vision of the purpose of teaching • They are able to communicate their vision, including how it has changed as a result of new knowledge, understanding and experience.	
q) they are expected to achieve the *Teaching Quality Standard.*	

Appendix 4: Revised technology descriptors

Amended Technology Descriptor Related to Interim Certification

As situations warrant, teachers who hold an Interim Professional Certificate are expected to demonstrate consistently that they understand:
j) the role and integration of technologies to enhance learning and teaching. A variety of technologies are used to engage students in presenting and managing information and in developing skills in collaborating, creating, communicating, researching, sharing, and critical thinking.

Amended Technology Descriptors Related to Permanent Certification

h) Teachers enhance learning and teaching by incorporating a variety of technologies that engage students in presenting and managing information and in developing skills in collaborating, creating, communicating, researching, sharing, and critical thinking. They maintain an awareness of emerging technological resources and pedagogical approaches. As new technologies prove useful and become available in schools, teachers develop their own and their students' proficiencies in using these technologies purposefully. Teachers use technologies to enhance their own knowledge and abilities, to engage in professional growth opportunities and to communicate more effectively with others.